

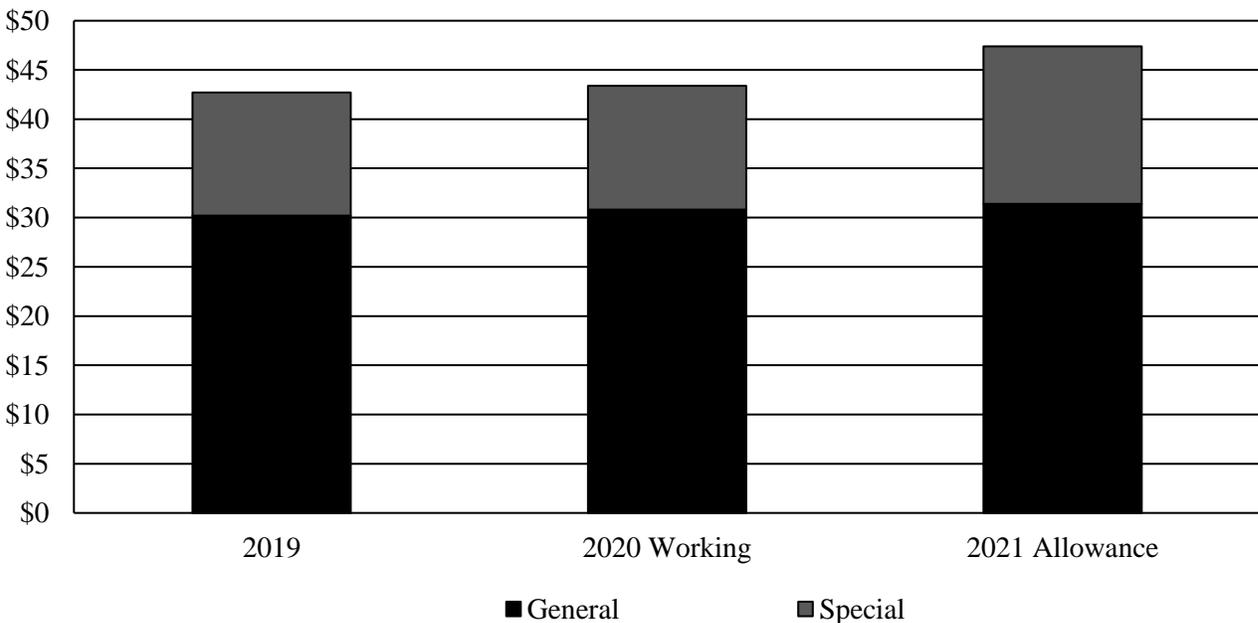
R00A03
Funding for Educational Organizations
Maryland State Department of Education

Executive Summary

Nonprofit organizations and nonpublic schools, including the Maryland School for the Blind (MSB) and Blind Industries and Services of Maryland, receive grants through the Maryland State Department of Education (MSDE) for the various education programs that they operate under Funding for Educational Organizations.

Operating Budget Summary

Budget Increases \$4.1 Million or 9.4% to \$47.5 Million in Fiscal 2021
(\$ in Millions)



Note: Numbers may not sum due to rounding. The fiscal 2020 appropriation includes deficiencies, planned reversions, and general salary increases. The fiscal 2021 allowance includes contingent reductions and general salary increases.

- Fiscal 2021 increases include approximately \$3.4 million in special funds for the Broadening Options and Opportunities for Students Today Program and \$883,000 in general funds for MSB. The budget for other programs receiving grants through MSDE decreases by \$205,988.

Key Observations

- ***MSB Budget and Funding under Review.*** In 2019, MSB reported issues with increased expenditures and declining revenues. To bridge the gap between MSB’s fiscal 2020 revenues and expenditures, the school intends to withdraw \$8 million from its endowment, or over 20% of the total. MSB’s fiscal 2021 State allocation totals approximately \$32 million in general funds. In December 2019, MSB completed a study of its financial needs, ultimately recommending consideration of a new funding model.

Operating Budget Recommended Actions

	<u>Funds</u>	<u>Positions</u>
1. Restrict funds pending the submission of financial information on Maryland School for the Blind.		
2. Amend language regarding the No Child Left Behind Act and distribution of funding for the Aid to Non-Public Schools Program.		
3. Amend language to require programs participating in the Aid to Non-Public Schools Program to submit student handbooks or admissions policies.		
4. Add the following language regarding nondiscrimination requirements for the Aid to Non-Public Schools Program.		
5. Amend language to the Broadening Options and Opportunities for Students Today Program to specify that participating nonpublic schools must have participated in the Aid to Non-Public Schools Program during the 2019-2020 school year.		
6. Amend language to restore the Broadening Options and Opportunities for Students Today Program administrative and reporting requirements, and clarify special education criteria.		
7. Reduce funding for the Broadening Options and Opportunities for Students Today Program.	\$ 2,629,183	
Total Reductions	\$ 2,629,183	

R00A03
Funding for Educational Organizations
Maryland State Department of Education

Operating Budget Analysis

Program Description

The Maryland State Department of Education (MSDE) provides funding to certain nonprofit organizations that offer educational programs. The nonprofits include the Maryland School for the Blind (MSB), the Blind Industries and Services of Maryland (BISM), and other educational institutions that merit the department's support. This part of the MSDE budget also funds the Aid to Non-Public Schools Textbook and Technology Program, which provides eligible nonpublic schools with textbook and computer supplies, and the Broadening Options and Opportunities for Students Today (BOOST) Program, which provides scholarships for students from low-income families to attend nonpublic schools. A brief description of each program funded through the Funding for Educational Organizations budget is provided in **Appendix 1**.

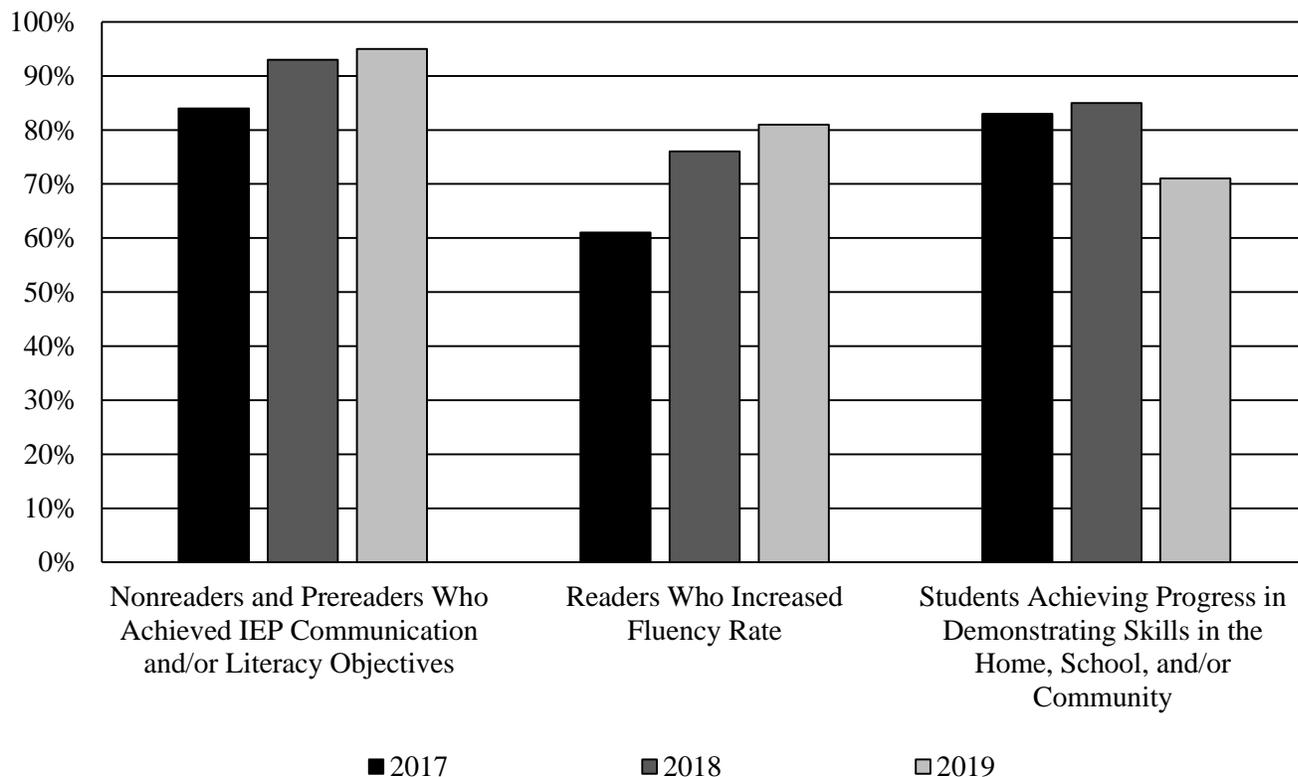
Performance Analysis: Managing for Results

1. MSB

One of MSB's performance goals is that students will acquire academic and independent living skills. This measure includes goals for the percent of nonreaders and prereaders who achieved their Individualized Education Program (IEP) communication or literacy objectives; the percent of readers who increased their fluency rate; and the percent of students who achieved progress in demonstrating skills in the home, school, or community.

In fiscal 2019, nonreaders and prereaders who achieved IEP objectives increased slightly from 93% to 95%, with a three-year average of 91%. Readers who increased their fluency rate also increased from 76% to 81%, with a three-year average of 73%. Students who achieved progress in demonstrating skills in the home, school, or community decreased from 85% to 71%, with a three-year average of 80%. The reason for this decline is that MSB saw an increased influx of new residential students this year, which accounts for the lowered percentage of students that progressed on this measure. In 2019, the total number of students eligible for this measure was 90. **Exhibit 1** shows MSB's academic and independent living skills measures for fiscal 2017-2019.

Exhibit 1
Maryland School for the Blind
Academic and Independent Living Skills Measures
Fiscal 2017-2019



IEP: Individualized Education Program

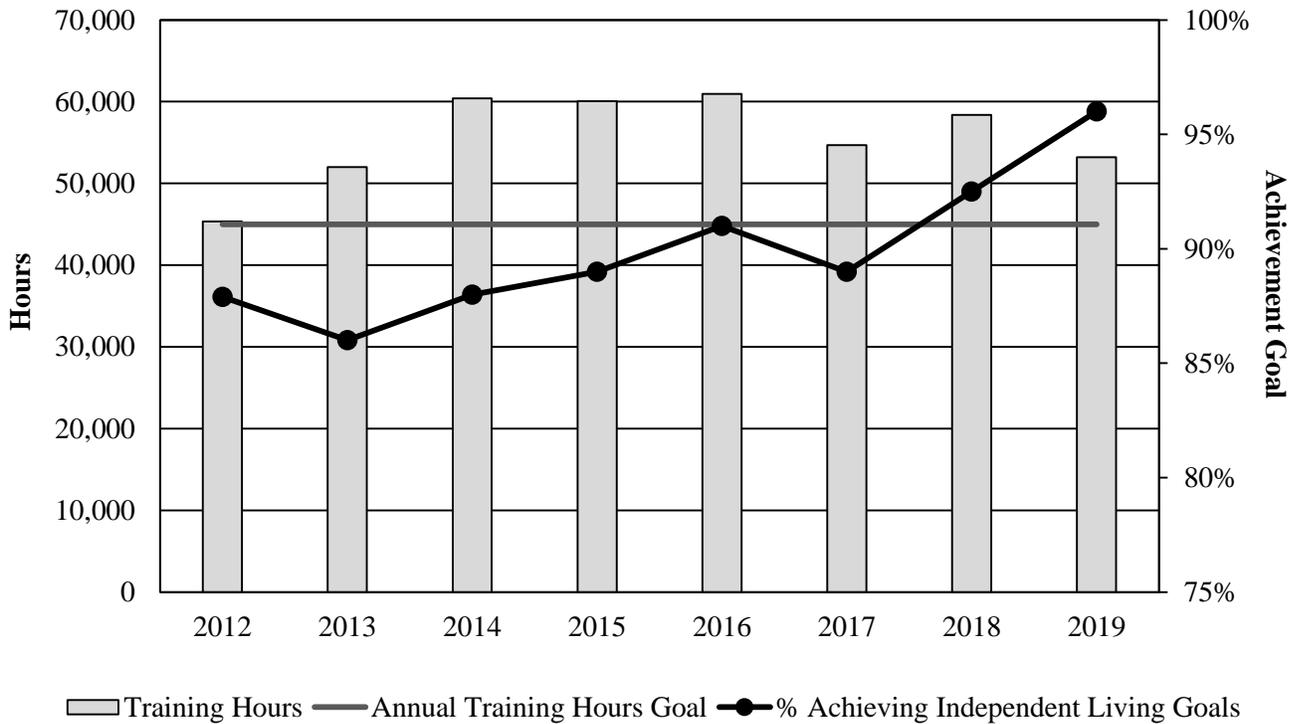
Source: Maryland Department of Education

2. BISM

One of BISM’s performance goals is to assist citizens who are blind or have low vision to gain the skills and confidence that they need to live independently. One of the objectives in this goal is for BISM to provide at least 45,540 hours of training annually. This measure also includes the percent of participants who achieve independent living goals each year.

Since fiscal 2012, BISM has met or exceeded their annual goal for training hours. In fiscal 2019, BISM’s number of training hours was over 53,000, which exceeds their annual goal by approximately 8,000 training hours. Additionally, 96% of BISM consumers achieved their independent living goals, which is the highest percentage since fiscal 2012 and a three percentage point increase over last year. **Exhibit 2** shows BISM’s achievement of independent living goals and training hours measure for fiscal 2015 through 2019.

Exhibit 2
Blind Industries and Services of Maryland
Achievement of Independent Living Goals and Training Hours
Fiscal 2012-2019

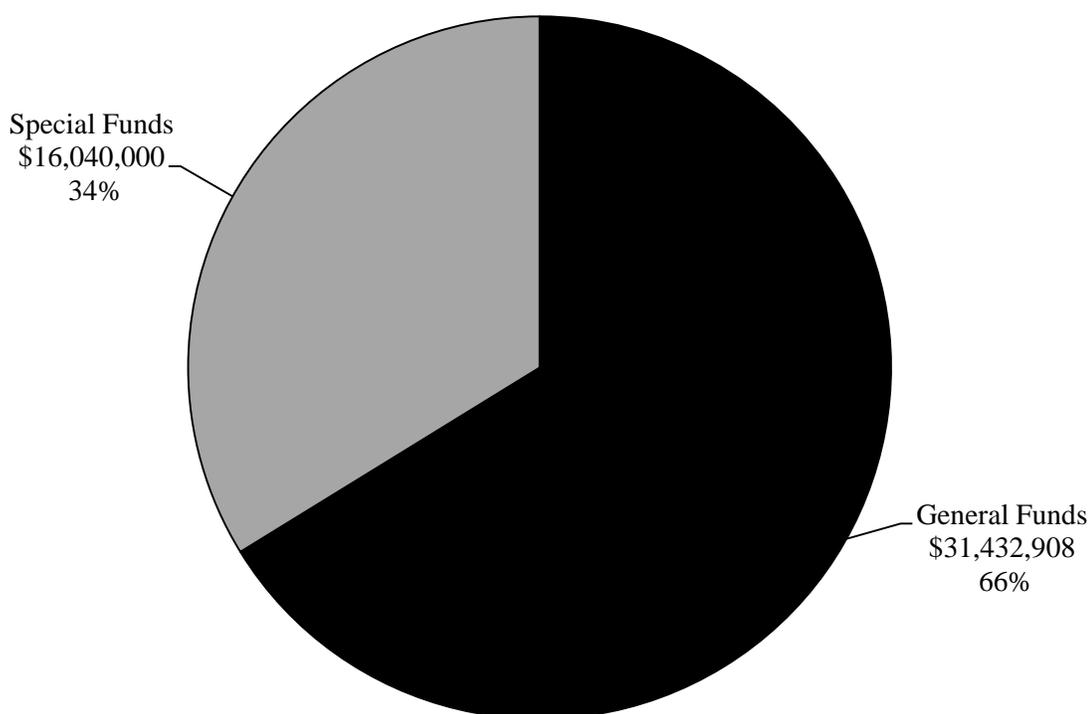


Source: Maryland Department of Education

Fiscal 2021 Overview of Agency Spending

The fiscal 2021 allowance for Funding for Educational Organizations is approximately \$47.5 million. This amount includes approximately \$31.4 million in general funds and \$16.0 million in special funds. **Exhibit 3** shows the overview of agency spending for the fiscal 2021 allowance.

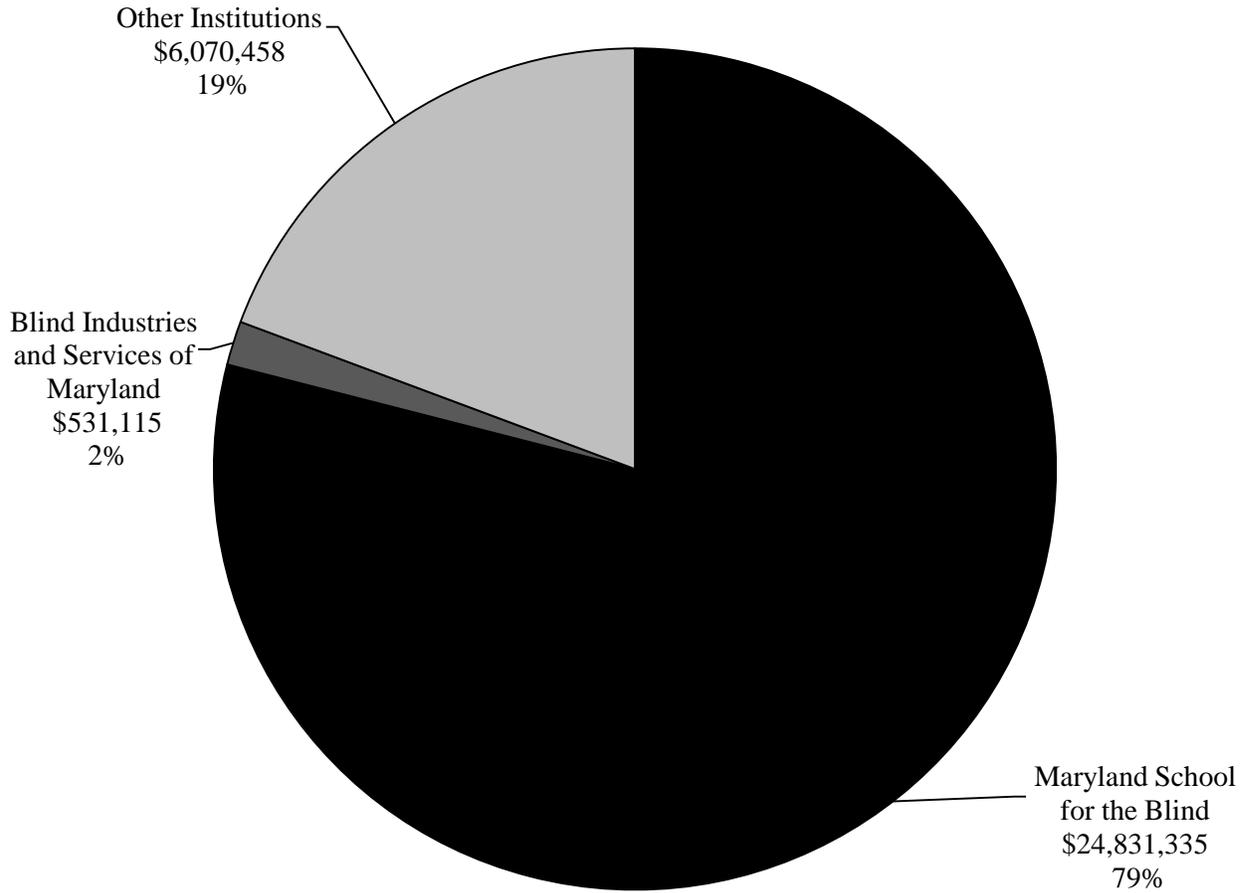
Exhibit 3
Overview of Agency Spending
Fiscal 2021 Allowance



Source: Governor's Fiscal 2021 Budget Books

The fiscal 2021 general fund allocation includes approximately \$24.8 million, or 79%, for MSB; \$6.1 million, or 19%, for other institutions; and \$531,000, or 2%, for BISM. **Exhibit 4** shows the fiscal 2021 general fund allowance for these programs.

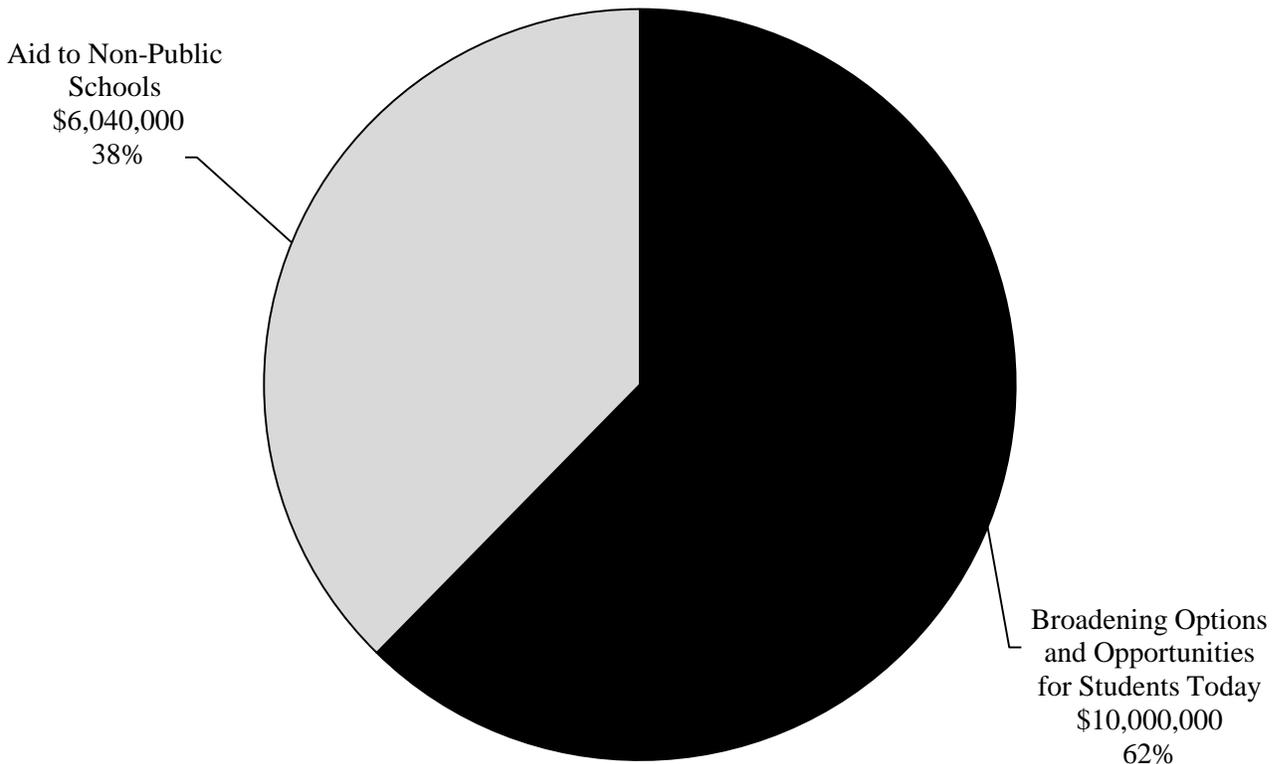
**Exhibit 4
General Fund Allowance
Fiscal 2021**



Source: Governor’s Fiscal 2021 Budget Books

The fiscal 2021 special fund allowance from the Cigarette Restitution Fund (CRF) is distributed to the Aid to Non-Public Schools program and the BOOST program. This amount includes \$10 million, or 62%, to BOOST and approximately \$6.0 million, or 38%, for Aid to Non-Public Schools. **Exhibit 5** shows the fiscal 2021 special fund allowance for these programs.

**Exhibit 5
Special Fund Allowance
Fiscal 2021**



Source: Governor's Fiscal 2021 Budget Books

Proposed Budget Change

The fiscal 2021 allowance reflects a total increase of nearly \$4.1 million compared to the working appropriation. The general fund allocation increases \$677,432, or 2.2%, to approximately \$31.4 million. The special fund allocation increases approximately \$3.4 million, or 27%, to \$16.0 million. **Exhibit 6** shows these proposed budget changes.

Exhibit 6
Proposed Budget
MSDE – Funding for Educational Organizations
(\$ in Thousands)

How Much It Grows:	General Fund	Special Fund	Total
Fiscal 2019 Actual	\$30,154	\$12,495	\$42,649
Fiscal 2020 Working Appropriation	30,755	12,626	43,381
Fiscal 2021 Allowance	<u>31,433</u>	<u>16,040</u>	<u>47,473</u>
Fiscal 2020-2021 Amount Change	\$677	\$3,414	\$4,091
Fiscal 2020-2021 Percent Change	2.2%	27.0%	9.4%
 Where It Goes:			<u>Change</u>
Broadening Options and Opportunities for Students Today			\$3,414
Maryland School for the Blind			883
New grants to nonprofit educational programs			252
National Museum of Ceramic Art and Glass			-21
Chesapeake Bay Foundation grant.....			-437
Total			\$4,091

MSDE: Maryland State Department of Education

Note: Numbers may not sum due to rounding. The fiscal 2020 appropriation includes deficiencies, planned reversions, and general salary increases. The fiscal 2021 allowance includes contingent reductions and general salary increases.

Fiscal 2021 increases include approximately \$3.4 million in additional special funds for BOOST and \$883,000 in general funds for MSB. The budget for other institutions in fiscal 2021 decreases by a net \$205,988, which includes the elimination of funding for the Chesapeake Bay Foundation grant.

Other Institutions

MSDE and the Maryland State Board of Education submit an annual list of other institutions from a pool of applicants, which is forwarded to the Governor for consideration and inclusion in the State budget. In fiscal 2021, 11 institutions receive funding for the first time, equating to \$220,000 in new grant funding. Two institutions do not receive funds in this budget: the Chesapeake Bay Foundation, which received \$437,341 in fiscal 2020; and the National Museum of Ceramic Glass and Art, which received \$21,034 in fiscal 2020.

R00A03 – MSDE – Funding for Educational Organizations

It is worth noting that in fiscal 2021, the Reginald F. Lewis Museum also receives approximately \$1.9 million in general funds in the Maryland African American Museum Corporation budget. The corporation maintains a Memorandum of Understanding with the Department of Budget and Management regarding State funding (for more details see the Maryland African American Museum Corporation operating budget analysis). **Exhibit 7** shows the fiscal 2020 working appropriation, the fiscal 2021 allowance, and the difference in funding for Other Institution Program grants.

Exhibit 7
Other Institutions Funding
Fiscal 2020-2021

<u>Institution</u>	<u>Working 2020</u>	<u>Allowance 2021</u>	<u>Difference</u>
Accokeek Foundation	\$20,978	\$20,978	\$0
Adventure Theater	0	20,000	20,000
Alice Ferguson Foundation	83,261	83,261	0
Alliance of Southern P.G. Communities, Inc.	33,305	33,305	0
American Visionary Art Museum	15,776	20,000	4,224
Annapolis Maritime Museum	40,037	40,037	0
Audubon Naturalist Society	0	20,000	20,000
Baltimore Center Stage	0	20,000	20,000
Baltimore Museum of Art	0	20,000	20,000
Baltimore Museum of Industry	84,138	84,138	0
Baltimore Symphony Orchestra/Arts Excel	66,609	66,609	0
B&O Railroad Museum	63,104	63,104	0
Best Buddies International (of Maryland)	166,522	166,522	0
Calvert Marine Museum	52,446	52,446	0
Chesapeake Bay Environmental Center	0	20,000	20,000
<i>Chesapeake Bay Foundation</i>	437,341	0	-437,341
Chesapeake Bay Maritime Museum	21,034	21,034	0
Chesapeake Shakespeare Company	0	20,000	20,000
Citizenship Law-Related Education	30,675	30,675	0
CollegeBound Foundation	37,688	37,688	0
The Dyslexia Tutoring Program, Inc.	37,688	37,688	0
Echo Hill Outdoor School	56,092	56,092	0
Everyman Theater	52,446	52,446	0
Fire Museum of Maryland	10,489	20,000	9,511
Greater Baltimore Urban League	0	20,000	20,000
Historic London Town and Gardens	0	20,000	20,000
Imagination Stage	249,785	249,785	0

R00A03 – MSDE – Funding for Educational Organizations

<u>Institution</u>	<u>Working 2020</u>	<u>Allowance 2021</u>	<u>Difference</u>
Irvine Nature Center	0	20,000	20,000
Jewish Museum of Maryland	13,146	20,000	6,854
Junior Achievement of Central Maryland	42,068	42,068	0
KID Museum	0	20,000	20,000
Living Classrooms Inc.	319,023	319,023	0
Maryland Academy of Sciences	915,879	915,879	0
Maryland Historical Society	125,329	125,329	0
Maryland Humanities Council	43,821	43,821	0
Maryland Leadership	45,575	45,575	0
Maryland Zoo in Baltimore	851,900	851,900	0
Math, Engineering, Science Achievement of Maryland	79,754	79,754	0
MdBio Foundation	26,223	26,223	0
National Aquarium in Baltimore	497,817	497,817	0
National Great Blacks in Wax Museum	42,068	42,068	0
<i>National Museum of Ceramic Art and Glass</i>	<i>21,034</i>	<i>0</i>	<i>-21,034</i>
Northbay	500,000	500,000	0
Olney Theatre	146,365	146,365	0
Outward Bound – Baltimore School	133,219	133,219	0
Port Discovery	116,566	116,566	0
Reginald F. Lewis Museum	26,223	26,223	0
Round House Theater	0	20,000	20,000
Salisbury Zoological Park	18,404	20,000	1,596
Sotterly Foundation	13,146	20,000	6,854
South Baltimore Learning Center	42,068	42,068	0
State Mentoring Resource Center	79,755	79,755	0
Sultana Projects	21,034	21,034	0
SuperKids Camp	410,172	410,172	0
Village Learning Place	45,575	45,575	0
Walters Art Museum	16,652	20,000	3,348
Ward Museum of Wildlife Art	35,058	35,058	0
Young Audiences of Maryland	89,158	89,158	0
Total	\$6,276,446	\$6,070,458	-\$205,988

B&O: Baltimore & Ohio

PG: Prince George's

Note: Bold denotes new institution funding grants for fiscal 2021. Italics denotes institutions that received funding in fiscal 2020 but not fiscal 2021.

Source: Governor's Fiscal 2021 Budget Books

MSB Funding

An enrollment formula in Section 8-313 of the Education Article determines MSB’s annual enrollment count, which includes a four-year average to soften increases and decreases. Early intervention and outreach students are counted at 50%, and school age students are counted at 100%. For the 2018-2019 school year, MSB’s total enrollment was 416 youth with 34 early intervention students, 173 outreach students, and 210 school-age students. The enrollment count for fiscal 2021 is 313. **Exhibit 8** shows MSB’s enrollment counts used to inform the funding formulas for fiscal 2017 through 2021.

Exhibit 8
Maryland School for the Blind
Enrollment Count
Fiscal 2017-2021

	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
School Year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Early Intervention	40	40	36	30	34
Outreach	141	164	172	202	173
School Age	192	205	191	194	210
Total Enrollment	373	410	399	426	416
<i>Formula Totals</i>	<i>282</i>	<i>307</i>	<i>295</i>	<i>310</i>	<i>313</i>

Source: Department of Budget and Management

MSB receives an annual, per pupil State appropriation based on enrollment. This formula is the same as the State Share of the Foundation formula, per Section 5-202. In addition to its State appropriation, MSB also has other federal, State, and local sources of revenue. The agency receives a State Enhanced Services grant, which provides supplemental funding for blind students with additional disabilities who are at-risk for out-of-state placement; federal and State money for sponsored projects, such as a statewide vision consultant and funds for the Maryland Information Resource Center; tuition, extended school year, and direct orientation and mobility payments from local education agencies (LEA) determined by a formula based on property wealth in each jurisdiction; and State construction funds for capital projects. In past years, funding from the State and LEAs has accounted for approximately 93% of MSB’s revenues.

In fiscal 2021, MSB receives \$23.9 million in its State appropriation with an increase of \$883,000 for personnel expenditures. **Exhibit 9** shows MSB’s revenues and expenditures for fiscal 2016 through 2020.

Exhibit 9
Maryland School for the Blind
Revenues and Expenditures
Fiscal 2016-2020

	<u>Source</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020*</u>
Revenues						
State Appropriation	State	\$21,420,767	\$22,525,362	\$23,018,459	\$23,346,757	\$23,947,915
Enhanced Services	State	4,186,888	4,204,857	4,636,151	5,237,097	4,700,000
Sponsored Projects	Federal, State	1,073,231	1,068,413	1,170,052	1,091,403	1,084,790
Tuition	Local	1,267,857	1,055,550	1,285,311	1,586,698	1,180,000
Extended School Year	Local	549,798	520,087	533,310	636,256	515,000
Direct Orientation and Mobility	Local	571,573	562,217	678,935	1,162,748	550,000
Private Gifts	Private	1,004,704	1,005,770	1,105,471	893,336	725,000
Other		254,536	206,840	210,501	219,364	145,000
Subtotal		\$30,329,354	\$31,149,096	\$32,638,190	\$34,173,659	\$32,847,705
Total State and Local Revenue Sources (Approximate)		\$27,996,883	\$28,868,073	\$30,152,166	\$31,969,556	\$30,892,915
Percentage of State and Local Revenue Sources (Approximate)		92%	93%	92%	94%	94%
Expenses		\$30,099,283	\$34,001,139	\$33,042,272	\$33,903,518	\$38,881,335
Revenue Less Expenses		\$230,071	-\$2,852,043	-\$404,082	\$270,141	-\$6,033,630
Revenue Less Expenses as a % of Total Revenue		0.76%	-9.16%	-1.24%	0.79%	-18.37%

* As of January 2020.

Source: Maryland School for the Blind

R00A03 – MSDE – Funding for Educational Organizations

Because MSB is nonprofit, the school receives private gifts and has an endowment, which is currently valued at approximately \$35.6 million. Since 2013, MSB has withdrawn an average of \$1.9 million, or 5.6%, in endowment funds per year to pay for operational and capital expenses. In fiscal 2020, MSB plans to withdraw \$8.0 million, or approximately 20% of its endowment. Additional discussion of MSB’s endowment withdrawals and budget is in the Issues section of this analysis.

Issues

1. MSB Budget and Funding under Review

Due to concerns regarding sustainability, in the 2019 session, the budget committees requested that MSB conduct a study of its current operating and capital needs. This request stems from the financial stresses that faced the school, impacting both its financial and operational sustainability. As previously described in a 2017 report, MSB’s funding model only meets 97.5% of its operating budget expenses from State, federal, local, tuition and other sources, with the remaining 2.5% met by revenues from the School’s endowment. Recently, financial stresses on the school have further increased, including demands related to salary growth requirements, capital expenditures, retirement benefit costs, and health insurance costs.

To complete the *Joint Chairmen’s Report* (JCR) request, MSB contracted with an external evaluators, the Jacob France Institute and the SB and Company, LLC, to assess the school’s operating and capital resource requirements, operational sustainability, and socioeconomic impact of the school on the population it serves. The report makes several key observations regarding MSB’s student population and demand for services. First, 96% of MSB students have multiple disabilities in addition to blindness. Second, compared to peer schools for the blind, MSB has a higher enrollment of students with multiple disabilities and a higher level of residential enrollment. Third, MSB is not competitive in the hourly wages paid to paraeducators, which has led to significant problems with recruitment and employee turnover. Fourth, MSB has not been able to allocate enough funds in their budget to adequately address capital maintenance needs and depreciation. As a temporary measure to bridge its deficit, in fiscal 2020, MSB intends to withdraw \$8 million from its endowment, or over 20% of the total.

The 2019 JCR study suggests that the State, MSDE, and MSB develop a per pupil funding formula that addresses these budgetary funding deficiencies. Recognizing that 96% of MSB students have multiple disabilities, the report suggests that the per pupil formula take into account the needs of this special population and the impact of the school’s continuing deficiency. These needs include a lack of residential budgetary support in MSB’s per pupil funding formula, subpar paraeducator wages, and the elimination of key positions over time due to budget compression. **The Department of Legislative Services (DLS) recommends that MSDE and MSB review MSB’s State funding formula including, but not limited to, enrollment data; federal, State, and local sources of revenue, including formula funding, Enhanced Services grant funding, and LEA funding; expenses identified in accordance with State object and subobject categories; and a ten-year capital improvement plan that includes preventive maintenance expenses. This report should include budget data beginning with the fiscal 2019 actuals through the fiscal 2023 anticipated expenditures and revenues.**

The report offers four institutional structures that might help solve future budget problems. Option 1 was for MSB to work with MSDE to develop a new State and local revenue model. Option 2 was for no change to MSB’s current model, which would eventually result in MSB not having enough funds to continue operations. Option 3 was for MSB to adopt a private, tuition-based model, similar to the Perkins School for the Blind in Massachusetts. Option 4 was for MSB to become a public institution

like the Maryland School for the Deaf. Each of these options has a different impact on MSB’s sustainability. DLS notes that the Commission on Innovation and Excellence in Education funding proposal may increase the State share of foundation funding over the next decade, increasing funding for MSB. **DLS recommends to the budget committees that MSDE and MSB consider the viability of these institutional structures as part of their review of MSB’s financial information and State funding.**

2. BOOST Program

Since the inception of BOOST in fiscal 2017, this program provides scholarships to students who are eligible for the free or reduced-price lunch program so that they can attend a nonpublic school. MSDE administers BOOST with the assistance of the BOOST Advisory Board. This program uses special funds from the CRF, and is renewed every year in budget bill language. This is the fifth year for the BOOST program.

The fiscal 2021 budget bill states that schools with BOOST students must be eligible for the Aid to Non-Public School program; provide more grades than only prekindergarten and kindergarten; administer assessments to students in accordance with federal law; comply with the Civil Rights Act of 1964 and Title 20, Subtitle 6 of the State Government Article; and not discriminate in student admissions, retention, or expulsion based on race, color, national origin, sexual orientation, or gender identity or expression. If a nonpublic school does not comply with these requirements, it must forfeit all scholarship funds received under the BOOST Program and may not charge the student tuition and fees instead. For a student to receive a BOOST scholarship, they must attend an eligible school.

Once MSDE receives BOOST applications, eligible students are ranked by family income, which is expressed as a percent of the most recent federal poverty levels. MSDE submits this list to the BOOST Advisory Board, which is responsible for the review and certification of the ranked list of applicants, determines the scholarship award amounts, and makes final scholarship decisions. The amount of the scholarship award may not exceed the lesser of the statewide average per pupil expenditure by LEAs or the tuition of the nonpublic school.

In fiscal 2019, BOOST received an appropriation of \$7.0 million, which \$6.8 million was actually expended. In fiscal 2020, BOOST received nearly \$6.6 million. The fiscal 2021 allowance increases funding for the program to \$10.0 million.

Review of Assessment Data

The fiscal 2019 and 2020 budget bills required nonpublic schools with BOOST recipients to administer standardized tests approved by the National Blue Ribbon program. Data for the 2019-2020 school year is not yet available. In the 2018-2019 school year, all tests administered by BOOST schools were on the National Blue Ribbon Schools program list, and both BOOST and non-BOOST students took these tests. This data shows that BOOST schools administered 10 different tests, including to a limited number of non-BOOST students who took the MSDE State Assessments. MSDE notes that the final data set for these assessments includes 146 schools and that data is self-reported.

R00A03 – MSDE – Funding for Educational Organizations

Overall, 66% of BOOST students scored proficient on these exams, compared to 75% of non-BOOST students. **Exhibit 10** shows BOOST and non-BOOST student proficiency by assessment type for the 2018-2019 school year.

Exhibit 10
BOOST and Non-BOOST Student Proficiency by Type of Assessment
School Year 2018-2019

<u>Assessment</u>	<u>BOOST Students Assessed</u>	<u>BOOST Students Proficient</u>	<u>% of BOOST Students Proficient</u>	<u>Non-BOOST Students Assessed</u>	<u>Non-BOOST Students Proficient</u>	<u>% of Non-BOOST Students Proficient</u>
American College Testing (ACT)	-	-	n/a	88	62	70%
ACT Aspire	141	52	40%	3,893	2,377	67%
Comprehensive Testing Program (CTP) 4	-	-	n/a	368	31	94%
Iowa Assessments (Formally ITBS/ITED)	1,384	941	68%	20,497	17,329	84%
Measures of Academic Progress (MAP)	150	80	55%	1,449	1,149	76%
MSDE State Assessment	-	-	n/a	22	11	50%
SAT	100	77	77%	2,811	2,116	86%
Standardized Test for the Assessment of Reading (STAR)	168	109	64%	1,142	837	61%
Stanford Achievement Test Ninth Edition or Tenth Edition	495	398	78%	3,274	2,658	82%
Terra Nova Second Edition or Third Edition	563	414	79%	4,126	3,314	82%
Totals	3,001	2,071	66%	37,670	29,884	75%

BOOST: Broadening Options and Opportunities for Students Today

MSDE: Maryland State Department of Education

Source: Maryland Department of Education

Schools with BOOST students must administer tests to both BOOST and non-BOOST students in English and mathematics each year in grades 3 through 8; at least once a year for students in grades 9 through 12; and in Science at least once in grades 3 through 5, 6 through 9, and 10 through 12. This data indicates that 69% of BOOST students scored proficient in English compared to 81% of non-BOOST students; 66% of BOOST students scored proficient in mathematics compared to 76% of non-BOOST students; and 58% of BOOST students scored proficient in science compared to 71% of non-BOOST students. **Exhibit 11** shows BOOST and non-BOOST student proficiency by subject area for the 2018-2019 school year.

Exhibit 11
BOOST and Non-BOOST Student Proficiency by Subject Area
School Year 2018-2019

<u>Assessment</u>	<u>Assessed</u>	<u>Proficient</u>	<u>Percent Proficient</u>
BOOST Students			
English	1,600	1,108	69%
Mathematics	1,505	989	66%
Science	687	401	58%
Non-BOOST Students			
English	19,610	15,957	69%
Mathematics	19,474	14,726	76%
Science	9,845	6,986	71%

BOOST: Broadening Options and Opportunities for Students Today

Source: Maryland Department of Education

Reporting Requirements and Program Data

In addition to assessment data, the fiscal 2020 Budget Bill required MSDE to submit a report to the budget committees with additional data on BOOST students and schools. This data included the number of BOOST students by school name, county, grade level, type of school previously attended, financial aid and type, race, and designation as special education or English language learner. The budget bill also required the average household income of BOOST students, status of student prior to BOOST acceptance as attending either a public or nonpublic school, data on certified and noncertified teachers, type of assessments and assessment results, students who declined BOOST scholarships, and expelled or withdrawn students that received BOOST scholarships. A summary of this data for the 2019-2020 school year are:

- the average household income for a BOOST recipient was \$32,998;

R00A03 – MSDE – Funding for Educational Organizations

- 56.5% of BOOST recipients were non-White;
- 135 students in 45 schools either withdrew or were expelled, primarily because the school was not a good fit for the child;
- 57% of teachers in eligible schools were certified; and
- 1,119 students were English language learners, and 370 were special education students.

All other data required by the fiscal 2020 budget bill can be found in the BOOST January 2020 JCR report.

BOOST Scholarships and Funding

The fiscal 2020 appropriation for BOOST was approximately \$6.6 million. The fund also had approximately \$1.1 million remaining from the previous year, which brought the total amount available for 2019-2020 awards to \$7.7 million. As of December 2019, total awards offered and accepted total approximately \$7.6 million, with a remaining balance of \$179,227. **Exhibit 12** shows the BOOST Award Distribution and Fund balance.

Exhibit 12
BOOST Award Distribution and Fund Balance
As of December 2019

	<u>Fund Balance</u>
Fiscal 2020 Appropriation	\$6,586,000
Fiscal 2019 Balance Remaining	1,143,271
Total Funds Available for 2019-2020 School Year	\$7,729,271
Total Awards Offered and Accepted, Including Award Adjustments	\$8,977,244
Declined Renewal Awards	-142,600
Declined New Awards	-469,200
Pending Enrollment Confirmation	-665,200
Total Awards Offered and Accepted as of December 2019	\$7,550,044
Remaining Balance	\$179,227

BOOST: Broadening Options and Opportunities for Students Today

Source: Maryland Department of Education

R00A03 – MSDE – Funding for Educational Organizations

The fiscal 2020 Budget Bill required the BOOST Advisory Board to give priority to renewal students, students who previously attended public schools, and students who qualify for free meals versus reduced-price meals. Students with the lowest incomes have priority for awards, and \$700,000 in additional awards were to be distributed to special education students. In addition, the BOOST Board distributed up to \$1,000 to high school students. Awards distributed to BOOST students who qualify for free or reduced-price meals total \$6.4 million. Special education awards total \$501,644. The budget bill prohibited awards from being made after January 15, 2020. **Exhibit 13** shows the BOOST Scholarship Award Summary for the 2019-2020 school year.

Exhibit 13
BOOST Scholarship Award Summary
School Year 2019-2020

<u>BOOST Scholarships Awarded and Accepted</u>	<u>Number of Students</u>	<u>Maximum Scholarship Amount For this Category</u>	<u>Total Value Of Awards</u>
Qualified for Free Meals, Attended Public School	586	\$4,400	\$2,513,800
Qualified for Reduced Meals, Attended Public School	304	3,400	1,006,400
Qualified for Free Meals, Attended Private School	1,680	1,400	2,350,000
Qualified for Reduced Meals, Attended Private School	535	1,000	534,200
<i>Subtotal – Base Awards</i>	<i>3,105</i>		<i>\$6,404,400</i>
Adjusted Award - Special Education	202		\$501,644
Adjusted Award - High School	730	1,000	644,000
<i>Subtotal – Adjustments</i>	<i>932</i>		<i>\$1,145,644</i>
Total Amount Awarded	3,105		\$7,550,044
Balance			\$179,227

BOOST: Broadening Options and Opportunities for Students Today

Source: Maryland Department of Education

The fiscal 2021 appropriation for BOOST increases funding for the program to \$10 million. The authorizing language does not include any funding dedicated to additional awards for students with special education needs nor does it include other language from the fiscal 2020 budget, including a deadline for making awards to students.

DLS recommends that the BOOST Advisory Board and MSDE explain Special Education awards totaling \$501,644 instead of the \$700,000 allocated for these awards in fiscal 2020. DLS

R00A03 – MSDE – Funding for Educational Organizations

also recommends reducing BOOST funding in line with the fiscal 2020 level, (plus the remaining balance). DLS further recommends amending the authorizing language consistent with the fiscal 2020 Budget Bill but with an earlier deadline for fiscal 2021 BOOST awards of December 15, 2020, so that the January 2021 report reflects the final status of the fiscal 2021 funding.

Operating Budget Recommended Actions

1. Add the following language to the general fund appropriation:

, provided that the \$100,000 of this appropriation made for the purpose of providing a grant to the Maryland School for the Blind (MSB) may not be expended until the Maryland Department of Education and MSB submit a report that includes, but is not limited to:

- (1) federal, State, and local sources of revenue, including formula, Enhanced Services grant, and local education agency funding;
- (2) expenditures identified in accordance with State object and subobject categories; and
- (3) a five-year capital improvement plan that includes preventative maintenance costs.

The requested revenue and expenditure data shall be provided for fiscal 2019 actuals through fiscal 2023 estimates. The report shall be submitted to the budget committees by September 1, 2020. The budget committees shall have 45 days to review and comment. Funds restricted pending receipt of a report may not be transferred by budget amendment or otherwise to any other purpose and shall revert to the General Fund if the report is not submitted.

Explanation: Section 8-314 of the Education Article requires that the budget submitted by the Governor to the General Assembly include the operating and administrative budget for MSB, including a complete list of revenue sources and expenditures. In a 2019 report, MSB determined that a new State funding model is necessary for the School to avoid financial instability. This language restricts funds pending receipt of detailed revenue and expenditure data consistent with other State budgeting practices, along with a proposed multi-year capital plan for the school, in order to better evaluate MSB's operations.

Information Request	Author	Due Date
Financial information for MSB	Maryland Department of Education	September 1, 2020

2. Add the following language:

, provided that this appropriation shall be for the purchase of textbooks or computer hardware and software and other electronically delivered learning materials as permitted under Title III, Section 241(b)(4), (6), and (7), of the No Child Left Behind Act for loan to students in eligible nonpublic schools with a maximum distribution of \$65 per eligible nonpublic school student for participating schools, except that at schools where ~~at least 20%~~ from 20% to 40% of the students are eligible for free or reduced-price lunch program there shall be a distribution of \$95 per student, and at schools where more than 40% of the students are eligible for the free or reduced-price lunch program there shall be a distribution of \$155 per student.

Explanation: This action amends language modifying the distribution of funding for the Aid to Non-Public Schools Program so that schools where more than 40% of the students are eligible for the free or reduced-price lunch program receive \$155 per student. Similar language has been included in the budget since fiscal 2017. It also strikes language regarding the No Child Left Behind Act due to technical differences with the reauthorized Elementary and Secondary Education Act.

3. Amend the following language:
 - (2) Not charge more tuition to a participating student than the statewide average per pupil expenditure by the local education agencies, as calculated by the department, with appropriate exceptions for special education students as determined by the department; ~~and~~
 - (3) Comply with Title VI of the Civil Rights Act of 1964, as amended; and
 - (4) Submit its student handbook or other written policy related to student admissions to the Maryland State Department of Education for review to ensure compliance with program eligibility requirements.

Explanation: This action requires schools that participate in the Aid to Non-Public Schools Program to submit a student handbook or policy on student admissions to the Maryland State Department of Education in order to ensure compliance with program eligibility requirements.

4. Add the following language:

Further provided that a nonpublic school participating in the Aid to Non-Public Schools Program R00A03.04 shall certify compliance with Title 20, Subtitle 6 of the State Government Article. A nonpublic school participating in the program may not discriminate in student admissions, retention, or expulsion, or otherwise discriminate against any student on the basis of race, color, national origin, sexual orientation, or gender identity or expression. Nothing herein shall require any school or institution to adopt any rule, regulation, or policy that conflicts with its religious or moral teachings. However, all participating schools must agree that they will not discriminate in student admissions, retention, or expulsion or otherwise discriminate against any student on the basis of race, color, national origin, sexual orientation, or gender identity or expression. Any school found to be in violation of the requirements to not discriminate shall be required to return to the Maryland State Department of Education all textbooks or computer hardware and software and other electronically delivered learning materials acquired through the fiscal 2021 allocation. The only other legal remedy for violation of these provisions is ineligibility for participating in the Aid to Non-Public Schools Program. Any school that is found in violation of the nondiscrimination requirements in fiscal 2020 or 2021 may not participate in the program in fiscal 2021. It is the intent of the General Assembly that a school that violates the nondiscrimination requirements is ineligible to participate in the Aid to Non-Public Schools Program, the Broadening Options and Opportunities for Students

Today Program, the James E. “Ed” DeGrange Nonpublic Aging Schools Program, and the Nonpublic School Security Improvements Program in the year of the violation and the following two years.

Explanation: This action requires a nonpublic school participating in the Aid to Non-Public Schools Program to certify compliance with Title 20, Subtitle 6 of the State Government Article (Discrimination in Employment). It also specifies that a participating school may not discriminate in student admissions on the basis of race, color, national origin, sexual orientation, or gender identity or expression. Violation of these provisions means that a school will be ineligible for the program. Similar language has been included in the budget since 2017. This action also specifies that schools that violate the provisions must return all textbooks and technology received through the program to the Maryland State Department of Education. It also states that a school that violates the nondiscrimination requirements in fiscal 2020 or 2021 is not eligible to participate in the program in fiscal 2021 and states legislative intent that any school that violates the nondiscrimination requirements is ineligible to participate in any program that provides funding to nonpublic schools for a total of three years.

5. Amend the following language:

- (a) ~~participate~~ have participated in Program R00A03.04 Aid to Non-Public Schools Program for textbooks and computer hardware and software administered by MSDE; during the 2019-2020 school year;

Explanation: This language specifies that in order to participate in the Broadening Options and Opportunities for Students Today (BOOST) Program during the 2020-2021 school year, a nonpublic school must have already participated in the Aid to Non-Public Schools Program during the 2019-2020 school year. This language eliminates ambiguity for the Maryland State Department of Education, specifying that nonpublic schools are eligible for BOOST for the 2020-2021 school year by participating in the Aid to Non-Public Schools Program in the previous school year.

6. Add the following language:

- (c) ~~administer assessments to all students in accordance with federal and State law; and~~ administer national, norm-referenced standardized assessments chosen from the list of assessments published by the U.S. Department of Education to qualify nonpublic schools for the National Blue Ribbon Schools Program. The nonpublic schools must administer the assessments to all students as follows:
- (i) English/language arts and mathematics assessments each year for students in grades 3 through 8, and at least once for students in grades 9 through 12; and

R00A03 – MSDE – Funding for Educational Organizations

- (ii) a science assessment at least once for students in grades 3 through 5, at least once for students in grades 6 through 9, and at least once for students in grades 10 through 12; and
 - (d) comply with Title VI of the Civil Rights Act of 1964 as amended, Title 20, Subtitle 6 of the State Government Article, and not discriminate in student admissions, retention, or expulsion or otherwise discriminate against any student on the basis of race, color, national origin, ~~or~~ sexual orientation, or gender identity or expression. Nothing herein shall require any school or institution to adopt any rule, regulation, or policy that conflicts with its religious or moral teachings. However, all participating schools must agree that they will not discriminate in student admissions, retention, or expulsion or otherwise discriminate against any student based on race, color, national origin, ~~or~~ sexual orientation, or gender identity or expression. If a nonpublic school does not comply with these requirements, it shall reimburse MSDE all scholarship funds received under the BOOST Program for the 2020-2021 school year and may not charge the student tuition and fees instead. The only other legal remedy for violation of this provision is ineligibility for participating in the BOOST Program.
- (2) MSDE shall establish procedures for the application and award process for scholarships for students who are eligible for the free or reduced-price lunch program. The procedures shall include consideration for award adjustments if an eligible student becomes ineligible during the course of the school year.
- (3) MSDE shall compile and certify a list of applicants that ranks eligible students by family income expressed as a percent of the most recent federal poverty levels.
- (4) MSDE shall submit the ranked list of applicants to the BOOST Advisory Board.
- (5) There is a BOOST Advisory Board that shall be appointed as follows: 2 members appointed by the Governor, 2 members appointed by the President of the Senate, 2 members appointed by the Speaker of the House of Delegates, and 1 member jointly appointed by the President and the Speaker to serve as the chair. A member of the BOOST Advisory Board may not be an elected official and may not have any financial interest in an eligible nonpublic school.
- (6) The BOOST Advisory Board shall review and certify the ranked list of applicants and shall determine the scholarship award amounts. The BOOST Advisory Board shall take into account the needs of students with disabilities on an Individualized Education Plan or 504 Plan when determining scholarship award amounts.
- (7) MSDE shall make scholarship awards to eligible students as determined by the BOOST Advisory Board.

R00A03 – MSDE – Funding for Educational Organizations

- (8) The Unless the student has special needs due to a disability, the amount of a scholarship award may not exceed the lesser of:
- (a) the statewide average per pupil expenditure by local education agencies, as calculated by MSDE; or
 - (b) the tuition of the nonpublic school.
- (9) In order to meet its BOOST Program reporting requirements to the budget committees, MSDE shall specify a date by which participating nonpublic schools must submit information to MSDE so that it may complete its required report. Any nonpublic schools that do not provide the necessary information by that specified date shall be ineligible to participate in the BOOST Program.
- (10) Students who received a BOOST Program scholarship award in the prior year who still meet eligibility criteria for a scholarship shall receive a scholarship renewal award. For students who are receiving a BOOST Program scholarship for the first time, priority shall be given to students who attended public schools in the prior school year.

Further provided that the BOOST Advisory Board shall make all scholarship awards no later than December 31, 2020, for the 2020-2019 school year to eligible individuals. Any unexpended funds not awarded to students for scholarships shall be encumbered at the end of fiscal 2021 and available for scholarships in the 2021-2022 school year.

Further provided that \$700,000 of this appropriation shall be used only to provide an additional award for each student with special needs that is at least equal in amount to the BOOST Program scholarship award that student is awarded in accordance with paragraph (6) above.

Further provided that MSDE shall submit a report to the budget committees by January 15, 2021, that includes the following:

- (1) the number of students receiving BOOST Program scholarships;
- (2) the amount of the BOOST Program scholarships received;
- (3) the number of certified and noncertified teachers in core subject areas for each nonpublic school participating in the BOOST Program;
- (4) the assessments being administered by nonpublic schools participating in the BOOST Program and the results of these assessments. MSDE shall report the assessment results reported by nonpublic schools to the budget committees in an aggregate manner that does not violate student data privacy;

R00A03 – MSDE – Funding for Educational Organizations

- (5) in the aggregate, for each BOOST Program scholarship awarded (a) the nonpublic school and grade level attended by the student; (b) the school attended in the 2020-2021 school year by the student; and (c) if the student attended the same nonpublic school in the 2019-2020 school year, whether, what type, and how much nonpublic scholarship aid the student received in the 2019-2020 school year and will receive in the 2020-2021 school year;
- (6) the average household income of students receiving BOOST Program scholarships;
- (7) the racial breakdown of students receiving BOOST Program scholarships;
- (8) the number of students designated as English language learners receiving BOOST Program scholarships;
- (9) the number of special education students receiving BOOST Program scholarships;
- (10) the county in which students receiving BOOST Program scholarships reside;
- (11) the number of students who were offered BOOST Program scholarships but declined them as well as their reasons for declining the scholarships and the breakdown of students attending public and nonpublic schools for students who declined scholarships;
- (12) the number of students who received BOOST Program scholarships for the 2019-2020 school year who are attending public school for the 2020-2021 school year as well as their reasons for returning to public schools; and
- (13) the number of students who received BOOST Program scholarships for the 2019-2020 school year who withdrew or were expelled from the nonpublic schools they were attending and the reasons for which they withdrew or were expelled; the schools they withdrew or were expelled from; and the length of time students receiving BOOST Program scholarships were enrolled at a nonpublic school before withdrawing or being expelled.

Explanation: This language specifies priorities for the Broadening Options and Opportunities for Students Today (BOOST) Program scholarship awards and makes nonpublic schools that do not provide required information to the Maryland State Department of Education (MSDE) by a certain date ineligible for participating in the BOOST Program. The language also provides that for the 2020-2021 school year, the BOOST Advisory Board shall make all scholarship awards no later than December 31, 2020, and any unexpended funds not awarded to students shall be encumbered for scholarships in the next year. This language also requires MSDE to report by January 15, 2021, on the distribution of the BOOST scholarships, information on the students receiving BOOST scholarships, teacher certifications for nonpublic schools participating in the BOOST Program, and assessments being administered in nonpublic schools participating in the BOOST Program, including student performance. The language also

R00A03 – MSDE – Funding for Educational Organizations

requires that MSDE report on students who choose to decline scholarships or attend public schools after participating in the BOOST Program in the past, along with their reasons for doing so, and information on students receiving scholarships for the 2019-2020 school year who withdrew or were expelled from the nonpublic schools that they were attending. Finally, the language requires that the BOOST Advisory Board shall take into account the special needs of students with disabilities as it is determining scholarship award amounts and that \$700,000 of the BOOST appropriation shall be used to provide higher awards for these students.

Information Request	Author	Due Date
BOOST Program participation	MSDE	January 15, 2021

	<u>Amount Reduction</u>	<u>Position Reduction</u>
7. Reduce Cigarette Restitution Funding for the Broadening Options and Opportunities for Students Today Program.	\$ 2,629,183	SF
Total Special Fund Reductions	\$ 2,629,183	

Appendix 1 Program Descriptions

Maryland School for the Blind

The Maryland School for the Blind (MSB) is a nonprofit school and resource center that provides outreach, educational, and residential programs in all 24 Maryland jurisdictions for blind and visually impaired students ages birth to 21, including those with multiple disabilities. MSB currently serves 65% of the 2,000 Maryland students identified as blind or visually impaired either on its campus in Baltimore or through outreach programs and the Maryland Instructional Resource Center. MSB receives general fund allocations from the State, funding from local school systems, federal funds, and private funds through gifts and its endowment.

Blind Industries and Services of Maryland

The Blind Industries and Services of Maryland (BISM) offers two programs that assist Maryland residents with blindness and low vision to gain employment opportunities and training. The Comprehensive Orientation, Rehabilitation, and Empowerment (CORE) program serves blind or low vision adults who are employable. CORE incorporates a positive philosophy of blindness to prepare graduates for employment, continuing education, or independent living. The BISM Senior program serves Maryland residents with blindness or low vision who are 55 and over. This program incorporates Braille teaching, cane travel, computer technology, arts and crafts, and independent-living skills so that seniors can continue to be active. The State allocation for BISM is in general funds.

Other Institutions

The Other Institutions Program provides annual general fund grants to institutions that impact education statewide and merit State funds. Programs that receive grants change from year to year. In fiscal 2021, 56 programs receive over \$6 million in grants. A list of these programs in alphabetical order follows.

- **Accokeek Foundation** in Accokeek offers educational tours that supplement social studies and environmental education.
- **Adventure Theater** (new in fiscal 2021) in Glen Echo is a musical theatre academy for youth with an integrated, nationally renowned professional theatre company.
- **Alice Ferguson Foundation** in Accokeek is an environmental education center and working farm on the Potomac River that offers educational field trips and a summer science camp.
- **Alliance of Southern Prince George’s Communities, Inc.** in Oxen Hill provides students with SAT preparation courses and tutoring.

R00A03 – MSDE – Funding for Educational Organizations

- **American Visionary Art Museum** in Baltimore offers students and teachers museum tours, library visits, and online programs on self-taught artists.
- **Annapolis Maritime Museum** in Annapolis educates youth and adults about Annapolis' maritime heritage and the ecology of the Chesapeake Bay.
- **Audubon Naturalist Society** (new in fiscal 2021) in Chevy Chase offers a camp and daily nature programs for schools, families, and scouts.
- **Baltimore Center Stage** (new in fiscal 2021) in Baltimore provides theater programs for youth, families, and the community, regardless of financial, racial, or orientation barriers.
- **Baltimore Museum of Art** (new in fiscal 2021) in Baltimore provides educational programs for children and families on its well-known art collection.
- **Baltimore Museum of Industry** in Baltimore has hands-on exhibits for students in math, science, and technology as well as a training center for technology education teachers.
- **Baltimore Symphony Orchestra/Arts Excel** in Baltimore enhances teaching of the arts through midweek concerts for students and teachers.
- **B&O Railroad Museum** in Baltimore offers programs that focus on history, social studies, and science related to railroads and railroad technology.
- **Best Buddies International (of Maryland)** pairs special and general education students in middle and high schools in order to foster inclusion and build socialization skills.
- **Calvert Marine Museum** in Solomons is dedicated to the collection, preservation, research, and interpretation of the culture and natural history of Southern Maryland.
- **Chesapeake Bay Environmental Center** (new in fiscal 2021) in Grasonville offers educational programs focused on the environment and ecology of the Chesapeake Bay.
- **Chesapeake Bay Maritime Museum** in St. Michaels offers experiential learning programs on the Chesapeake Bay, including a field trip program for grade 3 students.
- **Chesapeake Shakespeare Company** (new in fiscal 2021) in Baltimore allows students the opportunity to experience Shakespeare's work through live performances and discussion.
- **Citizenship Law-Related Education Program** in Baltimore (now Maryland Youth and the Law) teaches youth to foster an appreciation of the American judicial and legal system.
- **CollegeBound Foundation** in Baltimore provides college advisors to the Baltimore City Public high schools to encourage and assist students in their education beyond high school.

R00A03 – MSDE – Funding for Educational Organizations

- **The Dyslexia Tutoring Program, Inc.** in Baltimore works with low-income children and adults who are dyslexic or have a language-based learning disability.
- **Echo Hill Outdoor School** in Worton offers students the opportunity to participate in experiential, environmental education classes and residential programs.
- **Everyman Theater** in Baltimore provides students with the opportunity to experience the theater through programs in improvisation, Page-to-Stage, and subsidized high school matinees.
- **Fire Museum of Maryland** in Lutherville educates students about the history, technology, and innovation of the fire service through its collection of operating apparatus and memorabilia.
- **Greater Baltimore Urban League** (new in fiscal 2021) in Baltimore offers disadvantaged citizens equal opportunities in employment, education, health care, housing, and the civic arena.
- **Historic London Town and Gardens** (new in fiscal 2021) in Annapolis teaches students about daily life and activities in a 1700s colonial port.
- **Imagination Stage** in Bethesda provides students with performing arts education through theater productions by professional actors and artists.
- **Irvine Nature Center** (new in fiscal 2021) in Owings Mills offers environmental education programs, classes, and camps for children and adults.
- **Jewish Museum of Maryland** in Baltimore supports onsite and outreach programs that focus on the history, tradition, and culture of Jewish life in Maryland.
- **Junior Achievement of Central Maryland** in Owings Mills offers economic and financial literacy programs for young people to prepare them to succeed in a global economy.
- **KID Museum** (new in fiscal 2021) in Bethesda offers hands-on learning experiences that incorporate science, technology, engineering, and mathematics (STEM); art; culture; creativity, and critical thinking.
- **Living Classrooms Inc.** in Baltimore offers programs for children, youth, and adults in hands-on education, workforce development, health, wellness, and violence prevention.
- **Maryland Academy of Sciences** in Baltimore provides student visits to the Maryland Science Center, traveling science programs, and instructional materials for teachers.
- **Maryland Historical Society** in Baltimore provides museum visits, a research center, historical investigations, and a virtual tour of Maryland history.

R00A03 – MSDE – Funding for Educational Organizations

- **Maryland Humanities Council** supports educational experiences in the humanities so that students embrace lifelong learning, exchange ideas openly, and enrich their communities.
- **Maryland Leadership** in Annapolis offers week-long residential programs that allow middle and high school students to immerse themselves in all aspects of leadership.
- **Maryland Zoo in Baltimore** provides school visits, conservation education, classes, and summer camps for students in pre-K through 12.
- **Math, Engineering, Science Achievement of Maryland** is a precollege program that prepares students for careers in STEM.
- **MdBio Foundation** in Gaithersburg (now Learning Undefeated) provides STEM experiences for high-needs communities through innovative and experiential K-12 education programs.
- **National Aquarium in Baltimore** supports environmental and science education through school visits, fellowships for high school students, and a youth ocean conservation summit.
- **National Great Blacks in Wax Museum** in Baltimore provides school tours and other museum-related activities for students to learn about African American history and culture.
- **NorthBay** in North East provides an academically rigorous and engaging science curriculum that inspires middle school students to take responsibility for their surroundings and decisions.
- **Olney Theatre** in Olney offers student matinees, campus tours, and field trips to encourage and support arts education.
- **Outward Bound – Baltimore School** provides high school students with challenging educational experiences in Baltimore and on the Chesapeake Bay.
- **Port Discovery** in Baltimore provides interactive and fun educational programs for toddlers and children pre-K through grade 5.
- **Reginald F. Lewis Museum** in Baltimore provides curricula and teacher training that explores local African American heritage through themes of family, community, slavery, and art.
- **Round House Theater** (new in fiscal 2021) in Silver Spring offers programs that encourage students to explore all aspects of theatre, such as acting, movement, design, and play creation.
- **Salisbury Zoological Park** in Salisbury offers school visits, hands-on classroom programs, and teacher training on conservation, wildlife, and native animals of the Americas and Australia.
- **Sotterley Foundation** in Hollywood provides tours, STEM programs, and a junior docent academy designed to educate students about life on a tidewater plantation.

R00A03 – MSDE – Funding for Educational Organizations

- **South Baltimore Learning Center** in Baltimore provides a supportive, rigorous, and transformative education for adults who are eager to learn and motivated to succeed.
- **State Mentoring Resource Center** (Y of Central Maryland) connects volunteer adult mentors with disadvantaged school children.
- **Sultana Projects** in Chestertown provides educational programs to increase student understanding of history and awareness of the natural environment of the Chesapeake Bay.
- **SuperKids Camp** in Baltimore is six-week academic enrichment program designed to help elementary school-aged students maintain their scholastic skills during the summer months.
- **Village Learning Place** is an independent, nonprofit library that offers educational programs, enrichment opportunities, and resources for Charles Village and throughout Baltimore City.
- **Walters Art Museum** in Baltimore offers first-hand experiences with art that encourage learning and creativity including school tours, family activities, Art Babies, and summer camp.
- **Ward Museum of Wildlife Art** in Salisbury provides environmental educational programs that focus on art, history, and science through tours and hands-on activities.
- **Young Audiences of Maryland** in Baltimore hosts professional artists who deliver academic lessons through the arts and create hands-on arts learning experiences for students.

Aid to Non-Public Schools

The Aid to Non-Public Schools Program provides grants that support the purchase of textbooks and technology for nonpublic schools statewide. The Governor authorizes this program annually through the budget bill and budget bill language. Special funds for this program are provided through the Cigarette Restitution Fund (CRF).

Broadening Options and Opportunities for Students Today Program

The Broadening Options and Opportunities for Students Today (BOOST) Program provides scholarships for students who are eligible for free and reduced-price lunch to attend nonpublic schools. The program is authorized annually through the budget bill and budget bill language. Special funds for this program are provided through the CRF.

Appendix 2
2019 Joint Chairmen’s Report Responses from Agency

The 2019 *Joint Chairmen’s Report* (JCR) requested that the Maryland State Department of Education (MSDE) prepare two reports. Electronic copies of the full JCR responses can be found on the Department of Legislative Services Library website.

- ***Broadening Options and Opportunities for Students Today (BOOST) Program:*** This report required MSDE to submit detailed data from the 2018-2019 school year on the BOOST Program. This data included, but was not limited to, schools and students participating in the program including special needs students, assessment results, amount and number of scholarships, student household income, and withdrawals and expulsions from the program. Further discussion of this response can be found in the Issues section of this analysis.

- ***Maryland School for the Blind (MSB):*** This report required MSB to review and study the sustainability and governance structure of MSB, including how other schools for the blind in the nation are structured, its role and mission, and any structural changes that might be appropriate to best serve the State’s blind and visually impaired children. The study concluded that due to the significant multiple disabilities of the children served at MSB, a new funding model that reflects the actual costs of serving these students is required. Further discussion of this response can be found in the Issues section of this analysis.

Appendix 3
Object/Fund Difference Report
MSDE – Funding for Educational Organizations

<u>Object/Fund</u>	<u>FY 19</u> <u>Actual</u>	<u>FY 20</u> <u>Working</u> <u>Appropriation</u>	<u>FY 21</u> <u>Allowance</u>	<u>FY 20 - FY 21</u> <u>Amount Change</u>	<u>Percent</u> <u>Change</u>
Objects					
08 Contractual Services	\$ 5,716,092	\$ 0	\$ 0	\$ 0	0.0%
11 Equipment – Additional	183	0	0	0	0.0%
12 Grants, Subsidies, and Contributions	36,932,846	43,381,476	47,472,908	4,091,432	9.4%
Total Objects	\$ 42,649,121	\$ 43,381,476	\$ 47,472,908	\$ 4,091,432	9.4%
Funds					
01 General Fund	\$ 30,154,318	\$ 30,755,476	\$ 31,432,908	\$ 677,432	2.2%
03 Special Fund	12,494,803	12,626,000	16,040,000	2,449,956	27.0%
Total Funds	\$ 42,649,121	\$ 43,381,476	\$ 47,472,908	\$ 4,091,432	9.4%

MSDE: Maryland State Department of Education

Note: The fiscal 2020 appropriation does not include deficiencies, planned reversions, or general salary increases. The fiscal 2021 allowance does not include contingent reductions or general salary increases.

Appendix 4
Fiscal Summary
MSDE – Funding for Educational Organizations

<u>Program/Unit</u>	<u>FY 19 Actual</u>	<u>FY 20 Wrk Approp</u>	<u>FY 21 Allowance</u>	<u>Change</u>	<u>FY 20 - FY 21 % Change</u>
01 Maryland School for the Blind	\$ 23,346,757	\$ 23,947,915	\$ 24,831,335	\$ 883,420	3.7%
02 Blind Industries and Services of Maryland	531,115	531,115	531,115	0	0%
03 Other Institutions	6,276,446	6,276,446	6,070,458	-205,988	-3.3%
04 Aid to Non-Public Schools	5,716,275	6,040,000	6,040,000	0	0%
05 Broadening Options and Opportunities for Students Today	6,778,528	6,586,000	10,000,000	2,449,956	51.8%
Total Expenditures	\$ 42,649,121	\$ 43,381,476	\$ 47,472,908	\$ 4,091,432	9.4%
General Fund	\$ 30,154,318	\$ 30,755,476	\$ 31,432,908	\$ 677,432	2.2%
Special Fund	12,494,803	12,626,000	16,040,000	2,449,956	27.0%
Total Appropriations	\$ 42,649,121	\$ 43,381,476	\$ 47,472,908	\$ 4,091,432	9.4%

MSDE: Maryland State Department of Education

Note: The fiscal 2020 appropriation does not include deficiencies, planned reversions, or general salary increases. The fiscal 2021 allowance does not include contingent reductions or general salary increases.